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ABSTRACT

This curriculum guide is the first of four guides which identify the scope, sequence, goals, and resources for the social studies program of the Spokane public schools. Suggested are social studies materials, resources, and activities for kindergarten and primary grade levels. Emphasizing social studies knowledge and skill development, the guide outlines lessons on all social science disciplines, with particular emphasis on psychology, economics, geography; social studies skills; and decision making. The major objective of the curriculum is to help students become responsible citizens. Topics at the primary level include effective citizenship, self-respect, individual decision-making criteria, competency in social decision making, diminishing natural resources, individual survival, effects of physical geography on human activities, and group influences on the individual. A description of the subject area and a chart of sequential skills begin each section, followed by an outline of activities, resources, and objectives pertinent to each grade level. Learning activities involve students in interpreting photographs, illustrations, and films; group discussion; summarizing paragraphs; drawing charts and graphs; tape recording interviews and group discussions; show and tell; and map, graph, and measuring activities. A directory of program materials by grade level and evaluation information conclude the document. (Author/DB)

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SOCIAL STUDIES

PROGRAM GUIDE

K-3, PRIMARY GRADES

This Social Studies Program Guide has been reviewed by the Board of Directors of the Spokane Public Schools, District 81, and is approved for implementation within the schools of the District.

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Program Development
June, 1977

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ACKNOWLEDGEMENTS

This Social Studies Program Guide has been developed under the authorization of Dr. Walter A. Hitchcock, Superintendent of Schools, and the Cabinet which is advisory to him. The Guide represents the consensus and the efforts of those signed below and is in conformity with the goals and objectives adopted by the Board of Directors and the alternatives selected for implementation.

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FOREWORD

The Social Studies is one way to justify every other course in the curriculum. Its subject matter discusses and provides the REALITY which necessitates all other curriculum areas. It can and should provide the motivating force behind reading, writing, mathematics, science, recreation (art and music) and the like. Without a social setting, those "subjects" are meaningless. The interest factor, beyond the challenge of skill development is directly proportional to the social issues and needs brought to bear on each "subject." Individual needs, while important, have a social setting. For example... in literature, or mere story telling, one does not merely read words, beyond being entertained, one reads a social context, a social meaning, a social message. The importance of numbers lies in economics, vote count, geographical measurement of distance, keeping track of resource production and consumption, etc., not in numbers for the sake of numbers... and so on. Social Studies is the reality upon which a school curriculum should be built.

Social Studies is not a separate and independent discipline. It is not a well defined body of knowledge or content with limited and limiting boundaries, but is the SOURCE and the RETURN of all other disciplines. Social Studies is not a single, unique process. It amalgamates processes to achieve wise choices and responsible action. Social Studies is, instead, a frame of reference which draws from and feeds back into. It pervades and permeates all other disciplines. It is a study of relationships -- all relationships indirectly, but especially those relationships which involve the human person or groups of persons acting, reacting or interacting in self, mutual or collective interest. Social Studies is an attempt to integrate, to pull together the diverse and frequently conflicting elements of those relationships to achieve some sort of meaningful whole and thereby provide direction and purpose to the activities and lives of people.

HOW TO USE THIS GUIDE

This guide is arranged in such a way that there are four columns within the guide. Those items listed in the first or far left-hand column are the activities and resources pertinent to the kindergarten level (column marked K). First grade activities and resources are found in the second column (marked 1), second grade activities and resources are found in the third column (marked 2), and third grade activities and resources are found in the far right-hand column (marked 3).

Within each section of this guide or subdiscipline of the social studies (divided by the colored paper), goals are numbered consecutively beginning with one (1) in each section. The goals will be found boxed-in, generally immediately after a heavy solid line. Each goal then has been broken into its component parts. Level of difficulty has been appraised and assigned to a given grade level. This has resulted in the specific learning activities found in the grade level columns of this guide.

A broken line separates the activities or grade level learning goals from the resources available which provide an opportunity to get involved in those activities to achieve grade level goals and eventually the boxed-in competency.

Each numbered goal (boxed-in) is slated for realization in the junior high school, most often the 9th grade level. They are included in this guide so that teachers at a given grade level will know what their effort and what student learning efforts are intended to lead to and why the things students are scheduled to learn at a given level are included at that level.

It may be useful for teachers to cross reference this guide with the Holt Rinehart and Winston (HRW) or Houghton Mifflin (HM) Teacher's Guides by indicating in their copy of those guides, the goals in this guide to which a given lesson or page applies. This will help keep a focus on the aims of Social Studies Education in District 81 and assist in goal-based instruction.

INTENDED USE OF AUXILIARY MATERIALS

Because of the need to provide maps and supplementary materials in the area of the Social Studies, the cost of implementing and maintaining the Social Studies Program is more expensive than costs might be in other areas of the District program. Consequently, the committee has recommended that certain components of the Social Studies Program be adopted as nonconsumable.

Student activity books and the testing materials have been purchased as classroom sets for each teacher, and will be NONRENEWABLE. Answer sheets have been provided by Houghton Mifflin and Silver Burdett with permission (in writing) to copy for classroom use. It is important for all concerned to realize that workbooks and test booklets should not be written in or marked up in any way because they are intended for five year use.

INTRODUCTION

This guide is the consequence of an attempt to arrive at a Social Studies Scope and Sequence, a program of study from the various disciplines and subdisciplines of the Social Sciences, for the Spokane Public Schools, District 81. The goal and their components identified are intended to represent the minimum ideal consistent District program as the members of the Social Studies Review Committee believe that program should be.

The committee and its four task forces have been composed of practicing teachers and principals within the District. The committee members have made a consistent, conscientious and documentable effort to be aware of trends in Social Studies education, and more importantly, of the thinking of their colleagues within the District. Finally, representatives of District patrons and the Spokane community at large, have participated both directly and indirectly in the deliberations of the committee. It is believed that every opportunity to participate in committee deliberations has been provided to the extent possible within the constraints of efficiency and time available. Thus it is felt that the identified competencies represent as broad a range of thinking as possible.

The Goals and Objectives identified and sequenced within this guide are stated as competencies or skills. Skills derive from and are the function of knowledge and understanding. Attitudes and values determine the degree to which skills will be used by the individual learner. But the competency, the ability to do, to use knowledge appropriately and effectively has been judged central to the needs of the learner and consequently to the efforts of Social Studies instruction and program. It should also be noted that the competencies have been stated in learner or student performance terms. The means of judging achievement of the skill is contained within the statement of the competency goal or objective.

The committee is confident that most of the identified competency goals listed within this guide are already being addressed and accomplished at the levels specified within many or most, if not all, of the classrooms of the District. These goal statements simply have not previously been systematically articulated or consistently administered throughout the entire District program. Thus the goals, as stated, are an attempt to organize, systematize and to some extent to standardize (at least minimally) the District program.

These identified competency goals and objectives represent the interest and scope of the Social Studies. Some of the goal statements may overlap or be shared with other disciplines. If a goal fell within the interest or scope of the Social Studies, in the opinion of the members of the committee, it was included. However, it is realized that the actual teaching, or opportunity to learn, may indeed occur in some area other than the Social Studies. This is particularly true of the basic competencies and at the elementary school level. In the opinion of the members of the Social Studies Committee, it is not as important where a competency is taught/learned or stressed as it is that the competency is taught/learned or stressed.

The competency statements (goals and objectives) listed in this document represent ideals against which to measure materials to be reviewed, selected, recommended and adopted. These will serve as objectives against which to measure the implemented District Social Studies program.

The inclusion of all goals, the specific wording, and the sequencing of each goal represents the consensus, the unanimous agreement, of each and every member of the task forces working on their specific grade level tasks. Each task force accepted the judgment of the previous task force concerning the potential achievement of students at that level and proceeded to develop upon that judgment. In the few cases where doubt existed or where mastery was not identified or achieved, the skill was reintroduced or reviewed. It does need to be noted that there are some Social Studies skills in which mastery is doubtful even as adults, however, that does not diminish the importance of the goal or of working toward such mastery.

Certain words or terms occur consistently throughout this guide. It is important that these terms be understood with the meaning with which the members of the committee intended to use them in this context.

Within the body of this guide, competencies are identified as basic, required, or elective.

COMPETENCY means skill, performance or behavior. In the early part of our deliberations much discussion and debate arose as to whether a particular goal statement was a goal statement or an objective. With the decision to work in the realm of competency such argument ceased. This decision also allowed us, as a committee, to build evaluation potential into the competency statement from the beginning. The terms "know," "understand," and "value" have been avoided except in a few instances in which a skill is not desirable. We believe knowledge is important but in American society it is the CAN DO that is valued and respected. With a competency statement or goal, there is no need to ask how we will know the student has accomplished the goal or object--the learner can do or the learner cannot do.

BASIC identifies a particular skill as coping or "survival" skill. Competencies listed in this category are thought to be essential to effective functioning as a human being and/or as a citizen of American society. Most basic competencies are identified for mastery at or by the 9th grade level of maturity and readiness. If the skill cannot be performed at that level, remedial courses should be provided to insure the opportunity to learn to cope effectively and to survive independently within the community.

REQUIRED identifies skills that approach adult levels of maturity. They require some sophistication. They build upon the basic skills. If basic skills are intended to give students the opportunity to learn to survive, to live, the competencies identified as required are intended to give students the opportunity to learn to live better, or to live well. The opportunity to learn required competencies will be provided at the senior high school level in the Social Studies courses required for graduation.

ELECTIVE identifies competency goals provided for those students who may have special interest and/or ability in a given area. The opportunity to acquire these competencies will be offered at the high school level in one or both of two ways -- as an extension of minimal coverage in required courses, depending upon both teacher and student interest and/or abilities, or in special elective courses. In cases where these elective courses now exist, the competencies are fairly specific and well articulated. In cases in which elective courses do not now exist, the competencies identified are intended to be an indication of what such an elective might include. Identification of elective competencies is intended to leave the curriculum, or the District program open-ended for the future development of courses as the need for them may be articulated by students, teachers, and the Spokane community or the nation at large.

Only basic skills are broken into component parts and sequenced according to level of maturity and readiness. Required and elective skills presume basic competency and build upon it. In the sequencing of basic competencies certain terms consistently reoccur and may need some explanation.

INTRODUCE means that the skill is addressed as a knowledge concept or understanding, or as a component skill at the level of readiness or maturity appropriate to the level at which it is first addressed.

REINTRODUCE means that concepts, understandings, etc., are addressed again at a level of greater conceptualization or abstraction. It is the feature of reintroduction that provides for a spiral, rather than a strictly linear development of the District program.

REVIEW, REINFORCE AND EXPAND are terms that are generally used together. For the most part their meaning is consistent with common usage. The concern of the committee at this point has been that the matter be addressed at the grade level specified.

MASTERY is the key term in this report. Mastery means that the skill or competency identified is available to the student for use in appropriate situations. The student CAN DO. The student CAN perform the skill identified efficiently and in a reasonable amount of time. The skills as written are intended to be "can" or "cannot do" skills. It is not intended to be concerned about degrees or gray areas, nor is it intended that students will, in fact, use the skills learned in every appropriate situation. Except to demonstrate possession or acquisition of the skill, it is intended only that the skill be available to the student. In general, except for the 9th grade or the year of mastery, no skill or component is expected to be introduced and mastered in the same year. In most cases, at least a three-year program is provided. Only basic skills and competencies have been identified for mastery because of the nine-year sequence. At the required and elective levels, courses may vary between four and a half months and nine months. Consequently, mastery will vary to a large extent upon student and teacher interest, emphasis, and ability. The identification and listing of such advanced competencies is intended to insure opportunity to learn rather than mastery.

This guide defines the scope of the Social Studies in terms of the disciplines of the social sciences. These disciplines have been identified and to some extent in this report written in an order of priority. Those disciplines listed first tend to be those most important throughout the entire program. Emphasis will tend to shift toward those disciplines listed last as students progress from the primary grades to graduation. In general, it is anticipated that those disciplines listed one through four will be emphasized at the elementary levels, four through six at the junior high levels and six through eight at the senior high levels. The discipline areas have been identified as follows:

- | | |
|----------------------------|--|
| 1. Self Concept/Phychology | 6. Political Science/Government |
| 2. Social Studies Skills | (rules & conduct--rights & responsibilities) |
| 3. Judgment Criteria | 7. Sociology/Anthropology |
| 4. Economics | 8. History/Culture/Heritage |
| 5. Geography/Environment | |

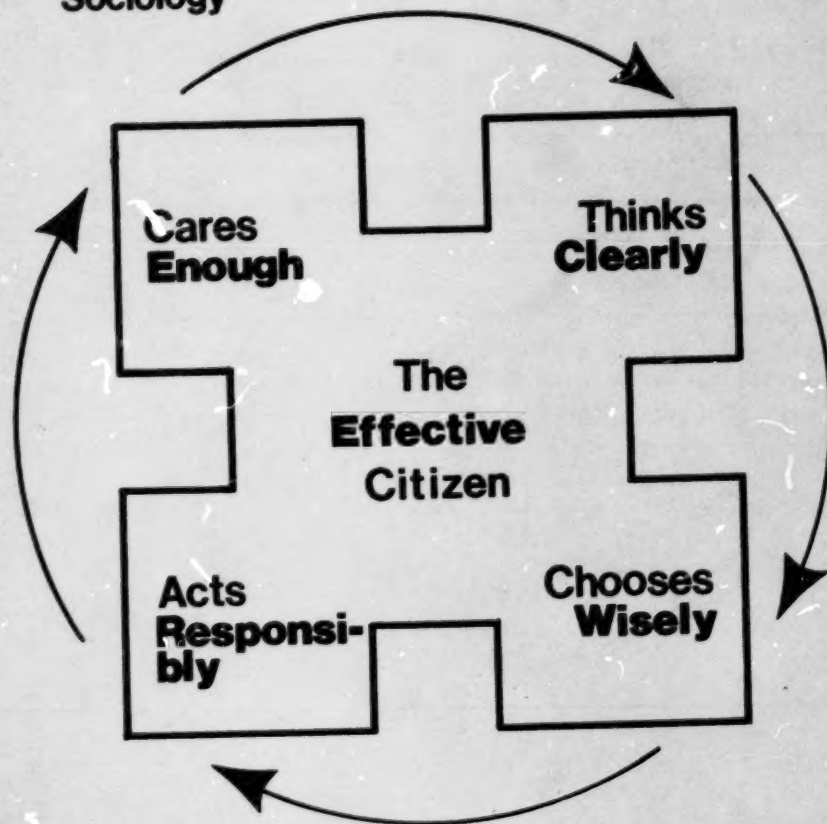
Two areas have been considered, but not identified as separate disciplines. Current Events and Career Education have been sequenced within the specific competencies when appropriate to the competency and at the appropriate levels of readiness and maturity.

This guide intends to refocus the aim or emphasis of the Social Studies program. There is a shift of concern from knowledge, conceptual and/or academic pursuit to skill and competency achievement. This shift rests upon an underlying conviction or philosophy that the central or core purpose of education in general and of the Social Studies in particular is the development of an effective citizen, that is, a person who is informed, a person who cares enough about himself and society and who is able to think clearly, choose wisely, and act responsibly.

THE SOCIAL STUDIES SCOPE

Self-Concept / Psychology
Sociology

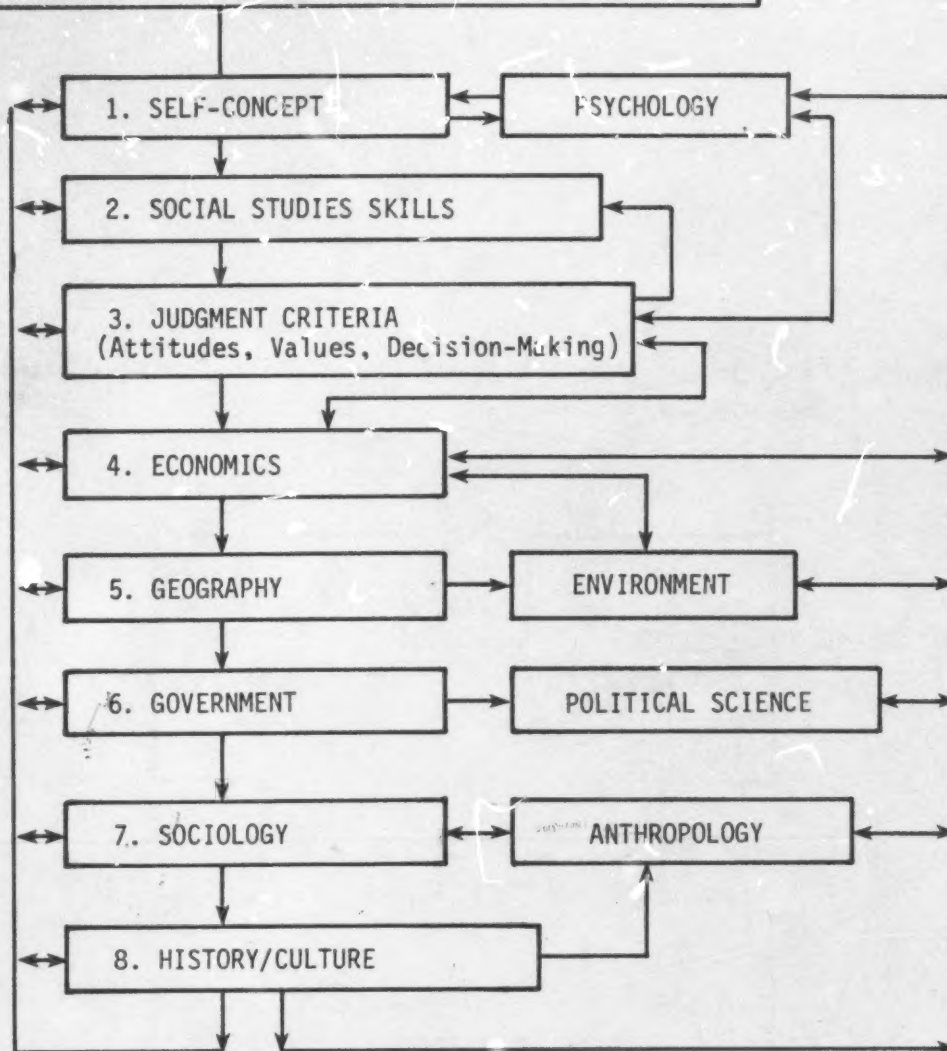
Social Studies Skills
History / Culture



Economics
Geography / Environment
Political Science / Government

Judgment Criteria

THE SOCIAL STUDIES K-12 SCOPE



The divisions represented by this scope are artificial to a large extent. This is particularly true below the 9th grade. In general, the areas are interdependent, as the sequence will show. This chart is not intended to represent any priority. It is anticipated that all areas will be learned to some extent at each grade level.

THE PRIMARY (K-3) SOCIAL STUDIES GUIDE

SELF-CONCEPT/PSYCHOLOGY

BASIC

1. POSITIVE SELF-IMAGE

2. PERSONAL ASPIRATIONS

3. COMMON HUMAN NEEDS

4. HUMAN RIGHTS AND
RESPONSIBILITIES

5. PEOPLE(s) CONFLICT

6. PERSONAL CONFLICT

7. PEOPLE DIFFER

REQUIRED

8. CONFLICT ASSISTANCE

9. PERSONALITY SOURCES

10. BIAS SOURCES

11. HUMAN
INTER-RELATIONSHIPS

ELECTIVE

12-32 PSYCHOLOGY

SELF CONCEPT/PSYCHOLOGY

The attempt to build a positive or worthy self concept is synonymous with teaching. The process of achieving a self concept is synonymous with learning. The growth and "acceptance" of a self as a worthy person is, however, a life-long process. It begins at home and it is significantly influenced throughout the years of formal education, particularly in the early years of the educational process. For the most part, the building and achieving a self concept has been a part of the hidden agenda of the educational system.

The importance of positive or worthy self concept cannot be overstated. Without self respect and self acceptance, respect for and acceptance of others simply is not possible -- one cannot give what one does not have. Many or most, if not all, school discipline problems and adverse attitudes arise from negative experiences within a school setting with self image at the center of the problem. An understanding of the dynamics of self concept in the process of learning and of teaching is important for both teacher AND LEARNER. The achievement of self concept rests ultimately on the foundation or corner stone of what the individual can do, or what the individual can become. This is especially true in a school setting. The main shift these goals represent is a shift in focus from what "I am," from what "I cannot do," and from what "I cannot learn" to what "I am becoming," and to what "I am learning to do." The goals are based on a "can do" or skill achievement and the process of achieving.

The achievement of positive self concept is a shared responsibility. It is shared with all other areas of the school curriculum. These goals in this area are a recognition of the responsibility and the duty of the Social Studies to participate in the process. These goals are an attempt to bring efforts at achieving a positive self concept to a conscious and deliberate level of understanding within learners so that they cannot only understand self development (becoming), but also they can be aware of their influence on the development (the becoming) of others.

1. Students will be able to describe the concept of positive self image in terms of national, ethnic and familial heritage, sex, and the skills, talents, interests and/or aspirations of the individual. Positive identification is taken to mean acceptance or pride, rather than depreciation of self in the aspects just listed.

A. Introduce concepts:
Why am I important?
Why are others important?
What makes people important?

Review and reinforce.

Review and reinforce.
Expand to include:
What I like.
What I like to do.
(The sharing of mutual
"likes".)

Review and reinforce.

B. Introduce:
School helpers as resource
and important persons.

Review K and expand to
include family members
and family occupations.

Review 1 and expand to
include neighborhood
helpers (e.g., fire and
police).

Review 2 and expand to
include community helpers.

RESOURCES

Contained throughout K program
as the most important focus.

See Teacher's Guide, pages T-20 and T-21, first
column. See also One World Study Prints Teacher's
Guide for pictures and discussions appropriate
to grade level.

TEACHER NOTES AND RESOURCES:

2. Students will be able to identify alternative personal aspirations and be able to explain why these aspirations are important. Students will be able to distinguish between immediate (this class, tomorrow, etc.) aspirations, and long range aspirations (e.g., career).

- A. Students will be able to identify values and goals that could influence individual decisions.
- B. Students will be able to establish and select those intermediate objectives appropriate or needed to achieve those aspirations or goals attempted.
- C. Students will be able to identify the knowledge or skills possessed or needed to achieve a selected objective or aspiration.
- D. Students will be able to select realistic aspirations from the alternatives, and to explain the selected aspiration(s) in terms of benefit to the student and/or society.

A.

See Also Judgment Criteria

Not applicable below the 4th grade level of maturity and readiness except as coincident with other competency objectives.

B. Students will be able to select some immediate goals. (Immediate means today, this hour, and right now.)

Review and expand.
Immediate means tomorrow.

Review and expand.
Immediate means two days.

Review and expand.
Immediate means one week.

C and D.

Not applicable below the 4th grade level of maturity and readiness except as coincident with other competency objectives.

1 2 3

RESOURCES

LEVEL 1 -- THINGS WE DO.

Here children are introduced to the concept that people depend on work that other people do (90-91, T122-T123), and that people belong to various kinds of work groups (114-117, T146-149). There is a lesson concerning the uses which people make of space to perform various types of work (124-125, T156-T157). Children learn how people learn from other people about various types of work (102-103, T134-T135; 106-107, T138-T139). Different career opportunities are also emphasized in the illustrations: see text pages 28, 38, 54, 63, 76, 82-83, 116-117.

LEVEL 2 -- THE WORK AROUND US.

In Level 2 children are exposed to illustrations of various people at work, and several Provisions for Individual Differences throughout the Teacher's Annotated Edition suggest that the teacher have people engaged in different kinds of work come into the classroom to speak to the children. There are illustrations of TV repairman, doctor, and bicycle repairman, and the Teacher's Annotated Edition suggests children role-play the following occupations: doctor, mayor, police officer, nurse, secretary, teacher (22-23, T54-T55). In one lesson maps are shown that give specialized information. Children are asked to answer occupation-related questions (37, T69). The students compare painters, dancers, and baseball players, with one possible category being amateurs vs. professionals. The Teacher's Annotated Edition suggests children take one of these professions and collect as much data as possible on it (76, T108). Children are given illustrations of people performing services, and are asked to discuss services performed by members of their own families (108-109, T140).

LEVEL 3 -- WHO ARE WE?

In Level 3, students are exposed to many different occupational situations and careers with which they can identify. The photographs and drawings depict people working in the police and fire departments (96, 126, 161), as farmers (132), construction workers (160), assembly line workers (178), clothing factory workers (179), fishermen (185), and lawyers (202). Students themselves are depicted not only in the classroom, but in a variety of recreations and occupational activities, such as milking a cow (154) and playing musical instruments (157). The text emphasizes the interrelatedness of occupational groups in the community. For example, the chart on page 163 shows how a grocery store depends on the wholesaler, the wholesaler on the trucking company for deliveries, the trucking company on the gas station for fuel, the gas station on the oil delivery service and the oil delivery service on the oil refinery.

TEACHER NOTES AND RESOURCES:

3. Students will be able to identify and explain basic common human needs. Students will be able to illustrate in chart form, three alternative ways in which people(s) can provide for the satisfaction of these needs in a manner acceptable for the society or community in which the people(s) live.

Introduce:
Basic human needs, i.e.,
food, shelter, clothing
and the need to belong
are common "family"
needs.

Review, reinforce and
expand K skills and
knowledge.

Review, reinforce and
expand K-1 skills and
knowledge.

Review, reinforce and
expand K-2 skills and
knowledge.

RESOURCES

Houghton Mifflin Unit II:
Lessons 1, 3, 4, and 7.

Houghton Mifflin Unit III:
Lessons 7, 11, and 13.

Houghton Mifflin Unit IV:
Lesson 3.

Houghton Mifflin Unit V:
All lessons.

Houghton Mifflin Unit IV:
Lessons 1 to 6.

See also HM Teacher Guide and One World Study Prints Teacher's Guide.

TEACHERS NOTES AND RESOURCES:

Self concept/psychology goals 4, 5, 6 and 7 are not applicable below the 4th grade level of readiness or maturity. It is anticipated that classes will discuss similarities and differences of people at the teachable moment within the contexts of their other reading and social studies learning opportunities.

SOCIAL STUDIES SKILLS

SOCIAL STUDIES SKILLS

BASIC

1. LISTENING SKILLS*

2. DISCUSSION SKILLS*

3. REPORTING SKILLS*

4. PROBLEM-SOLVING SKILLS

5. IDENTIFICATION and
SELECTION SKILLS

6. DATA-GATHERING SKILLS

7. DATA-ORGANIZATION SKILLS*

8. CRITICAL THINKING SKILLS*

9. SYSTEMATIC DECISION-MAKING
and PLANNING SKILLS

10. GROUP DECISION-MAKING*

11. SOCIAL INTERACTION SKILLS*

REQUIRED

12. DATA RELIABILITY

13. VALIDATION

14. NEW INFORMATION

15. PERSUASION

16. RELEVANCY

17. CENTRAL TENDENCY (AVERAGE)

18. CHARTS, GRAPHS, ETC.

19. DATA THROUGH PERCEPTION

20. ERROR IDENTIFICATION

21. EVALUATION OF DATA

NO ELECTIVES IDENTIFIED AS SEPARATE
FROM OTHER SPECIFIC DISCIPLINES.

SOCIAL STUDIES SKILLS

The skills identified in this section are skills that are shared with many areas of the curriculum. In fact, the individual components of many of these skills may, and likely will be, taught in other subject matter areas. It is, however, the Social Studies that amalgamates them into a meaningful whole and a system, and gives them purpose. The most likely application, in a practical way, for most students will be in the Social Studies areas. These skills form the basis or means of study in the subdisciplinary areas of the Social Studies and ultimately in the processes of effective citizenship.

For these reasons, it is important that the Social Studies Committee members identify these skills.

1. LISTENING SKILLS: Students will be able to list a minimum of six of the nine listening skills listed herein, and to give an example of the appropriate use of each skill listed.

- A. Listen (observe) with a purpose.
- B. Listen attentively and respectfully.
- C. Identify a sequence of ideas presented and to select the most important ideas.
- D. Ask appropriate questions to clarify points or issues.
- E. Reserve judgment until the entire idea is heard.
- F. Take notes while continuing to listen.
- G. Summarize or paraphrase what has been said.
- H. Respond in context on what has been heard.
- I. Build upon ideas which have been stated.

A-B. Introduce:
Listen attentively and respectfully for these purposes:
Directions
Information
Enjoyment
Enrichment

Review, reinforce and expand K skills.

Review, reinforce and expand K-1 skills.

Review, reinforce and expand K-2 skills.

TEACHER NOTES AND RESOURCES:

C. Introduce:
Sequence three things;
order--first, middle,
last (self and objects).

Introduce:
Selection of main idea
from limited material.
Expand sequence to
five things.

Expand K-1 skills.
Sequence of ideas.
Sequence more than
five things.

MASTERY - The student
will be able to
identify a sequence
of things or ideas.

D-E. Introduce:
Students do not interrupt.
The asking of appropriate
questions to clarify tasks,
directions or information.

F. Note taking.

G. Introduce:
Paraphrase or repeat
one sentence.

H. Introduce:
Students will be able to
stay on topic discussed.

I. Introduce:
Discussion or under-
standing of impact or
meaning of what has
been heard.

Review, reinforce and
expand K skills.

Expand to summarize a
three sentence para-
graph. Repeat directions.

Review and reinforce K.

Introduce:
Discuss impact of what
is heard in terms of
cause and effect.

Review, reinforce and
expand K-1 skills.

Students can repeat
directions and/or
summarize a paragraph.

Review and reinforce K.

Review - cause and
effect.
Introduce: Meaning
as inference.

Review, reinforce and
expand K-2 skills.

Not applicable below
the 5th grade level
of maturity.

MASTERY - the student
will be able to repeat
directions.

Introduce: summa-
rization of a short
expose.

Review and reinforce K-2.

Review, reinforce and
expand K-2 skills.

RESOURCES

These listening skills will most likely be coordinated with the learning of other similar skills and as the teachable moment arises. See, in particular in this Social Studies skills section, skills in the research and thinking competencies.

TEACHER NOTES AND RESOURCES:

2. DISCUSSION SKILLS: (A) Students will be able to identify the type and/or level of discussion (e.g., idea, fact, or opinion-sharing, problem-solving, planning, etc.), (B) All students will be able to demonstrate the procedural skills of group discussion by:

- (1) Speaking for and with a purpose.
- (2) Speaking with respect.
- (3) Asking others to express their views and accepting those views, etc., without censure.
- (4) Interacting in the discussion in various capacities... (e.g., leader, supporter, clarifier, etc.).
- (5) Asking for clarification and/or elaboration when needed.
- (6) Accepting a share of responsibilities and credit and being supportive of the group and group decisions.
- (7) Ending a discussion when resolution has been achieved.

A. Introduce this skill in terms of discussion about real (objective-factual) or unreal (subjective-opinion-imaginary) things.

Review, reinforce and expand.
Introduce terms: fact and opinion.

Review and reinforce K-1 skills.

Review and reinforce K-2 skills.
Introduce terms: objective and subjective.

B1-2. Introduce: Speaking for a purpose and with respect. (Why are you speaking?)

Review, e.g.:
Purpose: information clarification, etc.

Review

Review

B-3. Introduce: Discussion is a form of sharing (ideas).

Review

Review

Review and reinforce.

B-4. Introduce discussion role in terms of working with a partner.

Review and reinforce.

Introduce working together.
Discussion roles in a "committee" of three.

Introduce committee skills.
Committee of five.

B-5. Introduce: Asking for clarification or elaboration when needed.

Review and reinforce.

Review and reinforce.

Review and reinforce.

B-6. Introduce: Sharing responsibility and credit... being supportive of partner and/or group.

Review and reinforce.

Review and reinforce.

Review and reinforce.

B-7. Introduce: The idea that there is a closure to discussion.

Review and reinforce.

Review and reinforce.

Review and reinforce.

RESOURCES

These discussion skills will most likely be coordinated with the learning in many different contexts. The Teacher's Guides to the Houghton Mifflin and Discussion Study Prints will also suggest many opportunities to learn and to apply these skills.

TEACHER NOTES AND RESOURCES:

3. REPORTING SKILLS: Students will be able to write and/or present oral reports according to specified criteria:

- A. Demonstrate completion of research and preparation.
- B. Follow or give directions clearly and accurately.
- C. Use appropriate aids for communicating information (e.g., charts, graphs, tables, illustrations, models, etc.).
- D. Use a systematic format and/or approach (e.g., outline).

A. Introduce oral reports: Show and tell about observation (etc.) in simple terms.

Review and reinforce K. Introduce: Concept of research from people as resources.

Review and reinforce K-1. Introduce: Concept of research from books as well as from people.

Review, reinforce and expand K-2 skills.

Introduce written report.

B. Coordinate with listening skills -- student will be able to repeat and follow directions.

Review and reinforce K.

Review and reinforce K-1.

Review and reinforce K-2.

C. Introduce: "Thermometer" (bar graph) as a means of showing quantitative data.

Introduce: Abstraction of "thermometer into a bar graph.

Review and reinforce K-1.

Review and reinforce K-2.

D. Not applicable at K
K-2. level of readiness and
maturity.

Introduce name placement
on a paper.

Review and reinforce K-1.

Review and reinforce

RESOURCES

These are the mechanical skills of reporting. The more specific skills are presented in following competencies. The skills listed here should be coordinated as needed and as appropriate with other learning opportunities throughout the primary program.

TEACHER NOTES AND RESOURCES:

4. Students will be able to identify and select a problem for investigation and to demonstrate a systematic process for the study of that problem to arrive at potential solution(s) for the resolution of the problem selected.

(Skills 5 through 8 following are the component or enabling skills. The sequencing of this skill occurs within those competencies.

5. IDENTIFICATION and SELECTION: Students will be able to identify and select a problem or issue for investigation:

- A. Students will be able to limit and/or clarify the problem or issue for the purpose of their investigation.
- B. Students will be able to identify and explain the components or contributing factors involved in the problem or issue.
- C. Students will be able to make a choice or a selection and to give reasons for that choice or selection.

A. Introduce:
Students will be able to
limit and/or clarify a
problem or issue for the
purpose of their study...
as a class or group
activity

Review, reinforce and
expand K skills.

Review, reinforce and
expand K-1.

Review, reinforce and
expand K-2 skills.

Introduce: Understand-
ing the purpose of sys-
tematic investigation
or inquiry.

B. Students will be able to identify and explain contributing factors
involved in a simple problem or issue (e.g., playground discipline).

Introduce skill as
rewritten.

Review, reinforce and
expand K skills.

Review, reinforce and
expand K-1 skills.

Review, reinforce and
expand K-2 skills.

Introduce:
"Social" issues and re-
late "contributing
factor" to the concept
of cause (e.g., pollu-
tion).

Introduce:
Cultural views (values)
as a contributing
factor.

C. Introduce:
Students will be able to
make a choice or selection
and to give reasons for
that choice or selection...
as a class or group activity.

Review, reinforce and
expand K skills.

Review, reinforce and
expand K-1 skills.

Review, reinforce and
expand K-2 skills.

RESOURCES

The opportunity to learn these skills occurs and reoccurs throughout the Houghton Mifflin Social Studies Program -- see T-18 in each Teacher's Guide. The opportunity also exists throughout the primary program in most subject areas. The important need is to bring to the level of awareness, what is happening when such choices or selections are being made.

TEACHER NOTES AND RESOURCES:

6. DATA GATHERING and RESEARCH SKILLS: Students will be able to select a problem or issue for investigation and as a (classroom) group design and plan a process of investigation for that selected problem or issue.

COMMENT - The Social Studies primary task force in setting the goals and objectives for the primary program, did not feel that this skill, and its components, was applicable below the 4th grade level of readiness and maturity except as coincident with other competencies, and subject coverage. However, the Houghton Mifflin program does incorporate some of these components and skills in a major way (see Teacher's Guide, pages T-18 and T-19). Consequently, the program sequence will be found in the text materials of the Houghton Mifflin program.

TEACHER NOTES AND RESOURCES:

7. PROBLEM SOLVING - ORGANIZATION OF DATA: Students will be able to organize information into a meaningful system:

- A. Students will be able to accurately use conventional systems and terms for labeling or naming objects, materials, categories, etc.
- B. Students will be able to record information in a variety of ways, (e.g., written notes, tape recordings, audio/visual media, video tape, etc.).
- C. Students will be able to demonstrate that classifying is a way of sorting and organizing information so that things which have common characteristics are found together.
- D. Students will be able to order similar objects or pieces of information in sequence, according to differences or similarities in an observable property (e.g., by size, shades of color, etc.), by importance, and/or impact potential, by logic, or by value intensity or density (i.e., strength or number of people holding that value).
- E. Students will be able to abstract from resource materials the information relevant to the purpose or subject of an inquiry.
- F. Students will be able to summarize information contained in available data.
- G. Students will be able to make logical estimates based on available information, and are able to revise or adjust estimates when appropriate.

A. Introduce:
Initial common conventional terms appropriate to grade level maturity and to the context of subject matter content (e.g., scarcity, neighborhood, pollution, labeling).

Review K and expand to meet child and new context needs.

Review K-1 and expand.
Introduce term systems in context of content.

Review K-2 terminology and labeling when appropriate to the content study.

Expand to "city"-wide labels appropriate to grade level maturity.

RESOURCES

See HRW Planning Calendar preceding each lesson.

See Houghton Mifflin Teacher's Guide, page T-28, columns 1 and 2, and teacher notes throughout the Teacher's Guide.

See Houghton Mifflin Teacher's Guide, page T-28, column 3, and teacher notes throughout the Teacher's Guide.

See Houghton Mifflin Teacher's Guide, page T-29, column 1, and teacher notes throughout the Teacher's Guide.

TEACHER NOTES AND RESOURCES:

B. Introduce:
Recording information through pictures and tape recorder.

Reinforce K and expand to include audio-visual.

Review and reinforce K-1. Expand to include simple graphing.

Review and reinforce K-2. Expand to include recording information in writing from teacher model.

RESOURCES

The opportunity to learn these skills occurs and reoccurs throughout the Houghton Mifflin Social Studies Program, see page T-18, Teacher's Guide and notes throughout the guide as appropriate to lessons in sequence. The opportunity also exists throughout the primary program in most subject areas. The important need is to bring to the level of awareness what is happening when the recording of information is taking place.

TEACHER NOTES AND RESOURCES:

C. Introduce:
Classification of things
according to physical
properties, e.g., size,
shape, and color.

Review and reinforce
K skills. Expand to
the classification of
objects and pictures.

Review and reinforce
K-1 skills. Read,
categorize orally and
label.

Review and reinforce
K-2 skills. Read and
categorize in written
form. Labeling by
students. Expand to
simple ideas.

RESOURCES

For specific references see Houghton Mifflin Teacher's Guide, page T-18. Opportunities to coordinate these skills also exist in other areas of the primary curriculum. The important need is to bring to the level of awareness what is happening whenever the activity of categorizing is taking place.

TEACHER NOTES AND RESOURCES:

D. Introduce:
Sequencing according to
shading of colors, simi-
larities and differences.

Review, reinforce and
expand K skills.

Review, reinforce and
expand K-1 skills.

Review, reinforce and
expand K-2 skills.

E. Abstracting is not applicable below the 4th grade level of readiness and maturity.

F. Introduce:
Summarizing or para-
phrasing and repetition
of information.

Review, reinforce and
expand K skills.

Review, reinforce and
expand K-1 skills.

Review, reinforce and
expand K-2 skills.

- G. Estimating is not applicable below the 4th grade level of readiness and maturity.
-

RESOURCES

Since the above skills will not be taught except at teacher option and in an incidental way within a given context, no specific resources have been identified.

TEACHER NOTES AND RESOURCES:

8. PROBLEM SOLVING - CRITICAL THINKING: Students will be able to INTERPRET information:
- A. Students will be able to DECODE for meaning and accurate information from the written or printed word, from numerical symbols, graphic presentations and/or schematic models.
 - B. Students will be able to relate CAUSE and EFFECT accurately and adequately for a given situation.
 - C. Students will be able to demonstrate a way of refining the accuracy and usefulness of comparison and discrimination, and to explain the need for these skills at all stages of inquiry and problem solving.
 - D. Students will be able to draw logical INFERENCE from observations or presentations (etc.).
 - E. Students will be able to demonstrate that ANALYSIS is the study of a body of information by systematic examination of the parts and the relationship between or among the parts.
 - F. Students will be able to use effectively standardized or conventional criteria for organizing and interpreting information, and be able to test the VALIDITY of data against such criteria.
 - G. Students will be able to formulate logical GENERALIZATIONS from available data, and will be able to withhold judgment or conclusions until adequate information has been validated.

A. Introduce:
Interpreting (decoding)
pictures and numerical
symbols for meaning.

Review, reinforce and
expand K skills.

Review, reinforce and
expand K-1 skills.

Introduce simple graphs
with teacher guidance.

Review and reinforce
K-2 skills. Expand
to include written and
printed word.

RESOURCES

Please refer to Houghton Mifflin Teacher's Guide, pages T-18, T-19, and T-25 for specific reference. This skill should be carefully coordinated with other learning opportunities within the primary program -- especially with the reading program.

TEACHER NOTES AND RESOURCES:

B. Introduce as appropriate and in coordination with other skill development: Relate cause and effect accurately and adequately appropriate to maturity for a given concrete experienced situation (e.g., playground discipline). Cause answers "Why?" Effect answers "Then What Happened?"

Review, reinforce and
expand K skills.

Review, reinforce and
expand K-1 skills.

Review, reinforce and
expand K-2 skills.

RESOURCES

The opportunity to learn this skill will occur mostly on an incidental basis, or in conjunction with the learning of other skills (e.g., sequencing).

TEACHER NOTES AND RESOURCES:

C.

NOTE: The Social Studies Primary Task Force, in setting the goals and objectives for the primary program did not feel that this skill was applicable below the fourth grade level of readiness and maturity except as coincident with other competencies and subject coverage. However, the Houghton Mifflin program does specifically address itself to the skill of comparing (see Teacher's Guide, page T-18). Consequently, the program sequence will be found in the text materials of the Houghton Mifflin program.

TEACHER NOTES AND RESOURCES:

32
K
24
D. Introduce:
Inference from observation,
representation or experience
(coordinate with skills A
and B above).

Review, reinforce and
expand K skills (see
also A and B above).

Review, reinforce and
expand K-1 skills (see
also A and B above).

Review, reinforce and
expand K-2 skills (see
also A and B above).

RESOURCES

See HRW Planning Calendar
for each lesson.

See page T-19 of the Houghton Mifflin
Teacher's Guide. The discussion
study prints should also afford an
opportunity to practice inference
skills.

TEACHER NOTES AND RESOURCES:

E. Analysis, as a separate skill from comparison and inference, has been judged to
be not applicable below the 4th grade level of maturity and readiness except
on an incidental, or coordinated with other skills, basis.

F. Introduce:
Students will be able to
interpret (i.e., para-
phrase) directions.

Reinforce K skills.

Reinforce K-1 skills.

Reinforce K-2 skills.

NOTE: Standards and criteria for organizing and interpreting information
appears in the Houghton Mifflin Program Teacher's Guide (see page T-19)
under the label evaluation. Expansion of learning opportunity will be
followed according to the program of the Houghton Mifflin Program.

TEACHER NOTES AND RESOURCES:

G. Introduce:
Students will be able
to form generalizations
from observable data
with teacher guidance.

Reinforce K skills.

Review, reinforce and
expand K-1 skills.

Review, reinforce and
expand K-2 skills.

RESOURCES

NOTE: Generalization appears in the Houghton Mifflin Program Teacher's Guide (see page T-18) under the title "Conceptualization." Expansion of learning opportunity will follow the Houghton Mifflin Program.

TEACHER NOTES AND RESOURCES:

9. **PROBLEM SOLVING - SYSTEMATIC DECISION MAKING and PLANNING:** Students will be able to act on the basis of information, i.e., to make decisions.

- A. Students will be able to identify, explain and use the steps in problem solving to arrive at solutions to (given) expected or unexpected problems (i.e., problem identification and clarification, resource identification, need assessment, alternative identification, alternative feasibility analysis, selection, planning, and action).
- B. Students will be able to establish criteria from which to judge alternative solutions appropriate to the "problem" under study. (See also section on judgment criteria.)
- C. Students will be able to select and to explain the selected alternative in terms of benefit as a resolution to the problem under study, and in terms of the criteria for such resolution.
- D. Students will be able to participate rationally in the setting, planning and achievement (evaluation) of the decision made.

NOTE: Components A-C complete the cycle of problem-solving skills 4-9. The component or enabling skills have been addressed in skills 5-9. Component D will be addressed more fully in skill 10 following.

TEACHER NOTES AND RESOURCES:

10. Students will be able to identify, explain, and participate in the commonly accepted procedures of group formal decision making.

- A. Committees
- B. "Parliamentary" procedure
- C. Compromise
- D. Consensus
- E. Legislative action

A. Introduce:
Students will be able to work with a partner.

Reinforce K skills.

Reinforce K-1 skills.
Introduce "working together," committee of three.

Reinforce K-2 skills.
Introduce "committee" skills...committee of five.

B. Introduce:
"Parliamentary" procedure or order means raising of hands, waiting to be called upon, taking turns.

Review, reinforce and expand K skills.

Review, reinforce and expand K-1 skills.

Review, reinforce and expand K-2 skills.

C. Compromise is not applicable below the 4th grade level of readiness and maturity, except on an incidental basis.

D. Introduce:
The practice of voting and majority "rule" may be used and discussed.

Review and reinforce.

Review and reinforce.

Review and reinforce.

E. Legislative action at the 3rd grade and below is interpreted to mean the setting of rules within the classroom to solve certain kinds of problems. Depending on the "problem" rules may be set by the teacher, the class, or the student.

RESOURCES

There are no specific resources to provide an opportunity to learn these skills. Opportunities occur throughout the primary program.

TEACHER NOTES AND RESOURCES:

11. Students will be able to identify and explain (or illustrate) those social (interaction) skills which allow one to become and remain a member of a group. (See also self concept/psychology and sociology sections of this guide.)

- A. Common backgrounds - identity.
- B. Acceptance, tolerance, friendliness.
- C. Cooperation, participation.
- D. Loyalty.

NOTE: All four components will be addressed K-3 as needed and specific or concrete instances arise within the classroom, in coordination with other activities. Opportunities for discussion will arise from the self concept/psychology and sociology sections of the Social Studies and from content within the reading and language arts programs.

TEACHER NOTES AND RESOURCES:

JUDGMENT CRITERIA

JUDGMENT CRITERIA

BASIC	REQUIRED	ELECTIVE
1. RELATIVE IMPORTANCE	10. VALUE SYSTEMS	18. PARTICIPATION
2. IDENTIFICATION OF CRITERIA	11. DECISION IMPACT	19. CENTRAL TENDENCY (Compromise)
3. CRITERIA WEIGHT	12. CONFLICT EFFECT	20. VALUE OF EDUCATION SYSTEM
4. ALTERNATIVES	13. VALUES EFFECT LIFE-STYLE	
5. "EQUAL OPPORTUNITY"	14. VALUE RELATIONSHIPS	
6. GROUP VALUES	15. VALUE IDENTIFICATION	
7. CONFLICT ASSISTANCE	16. VALUE SOURCES	
8. WISE USE OF RESOURCES	17. ALTERNATIVE VALUE UNDERSTANDING	
9. CONTRACT		

JUDGMENT CRITERIA

Those (discipline) problems in school and/or in society, not due to negative self concept, most likely will find their source in (faulty) judgment or in the lack of perceived alternatives. Educational and public concerns (for problems) is expressed under many labels -- e.g., attitudes and values, moral reasoning, and law focused education. In each case the area of concern relates to the decision-making process, and the criteria by which decisions can be made (or, once made, judged and evaluated).

This section attempts to provide (the opportunity to learn a process or) alternative processes by which decisions can be made and judged. Competencies have been identified in both the individual and social decision-making realms.

It is anticipated that the opportunity to study and learn judgment criteria will be shared with other subject matter disciplines in the educational process. As these skills and competencies have been written, care has been taken to avoid indoctrination and invasion of privacy. The opportunity to learn lies in developing an understanding of alternatives at the level of the learner's maturity and readiness.

1. Students will be able to identify at least five criteria by which choice or judgment might be made, and to compare the relative importance of the criteria in a specific selected circumstance.

Introduce:

Students will be able to choose on the basis of one criterion in a specific selected circumstances (i.e., the reasons behind choice - answer the question "Why?"). Criteria may include:

Safety
Pleasure
Responsibility
Concern for others
Fairness
Efficiency
Cleanliness
Beauty

Review and reinforce K.

Expand reasons why choice was made to a basis of two criteria. New criteria may include:

Loyalty
Self interest
Honesty
Wants

Review and reinforce K-1.

Expand list of acceptable criteria to include needs and wants, satisfaction, and duty.

(Simulated situations, role playing, film strips, etc., still needs to be concrete and to a single point.)

Review and reinforce K-2.

Expand list of acceptable criteria to include:

Justice (fairness)
Promptness
Progress
Growth

RESOURCES

The opportunities to learn and to discuss the criteria identified above exist throughout the entire school program. It is anticipated that many and various activities will be used on both an individual (counseling) basis and in large and small group discussions. Efforts will most likely be coordinated in specific content areas, for example, in the Social Studies areas to distinguish between economic and social criteria. The important need is to bring to the level of awareness what is happening when judgments are being made and the reasons why and how some decisions are made.

Please check your Teacher's Guide (Houghton Mifflin, pages T-2 and T-28) for each specific lesson to be aware of opportunities within the textual materials.

TEACHER NOTES AND RESOURCES:

2. Students will be able to identify objects, feelings and ideas important to people in different places and at different times, and to explain why some things are valued more in some places and times than in others.

Introduce:
Identification of things "valued" (liked) by individuals, families, and people in the classroom. People are different in things (e.g., toys) they like.

Review, reinforce and expand K skills.

Review and reinforce K-1 skills.

Expand to include things valued in neighborhoods.

Review and reinforce K-2 skills.

Expand to include things valued in the community.

RESOURCES

Show and Tell activities.
See also specific lessons
in HRW Planning Calendar.

Houghton Mifflin Unit 1:
Lessons 4, 6, and 16.
Houghton Mifflin Unit II:
Lessons 15, 17, 18,
and 19.

Houghton Mifflin Unit VI:
Lesson 2.
Houghton Mifflin Unit V:
Lessons 6, 7, 12, 13
14, 15, 16, 17, and 18.

Houghton Mifflin Unit IV.
(See Teacher's Guide,
page T-32.)

TEACHER NOTES AND RESOURCES:

3. Students will be able to identify and describe some influences, groups (e.g., family, peer, cub scouts) and institutions have an individual behavior (e.g., choice of clothes, food, language, recreation and attitudes towards other people and institutions) and to compare these influences with those in other cultures.

Introduce:
The concept of "group."
The concept of "influence."
The concept of school as
an institution.

Review and reinforce
K skills.

Review, reinforce and
expand K-1 skills.

Review, reinforce and
expand K-2 skills.

Introduce comparison
with other cultures.

RESOURCES

HRW Planning Calendar
September, Lessons 6 & 9
October, Lesson 9
November, Lessons 3, 4, & 5
February, Lessons 6 & 9

Houghton Mifflin Unit III:
Lessons 1, 2, 7, 9, 13
and 14.

Houghton Mifflin Unit II:
Lesson 1
Houghton Mifflin Unit V:
Lessons 1 - 5, 10 and 11.

Houghton Mifflin Unit II:
Lesson 14.
Houghton Mifflin Unit III:
All lessons.

TEACHER NOTES AND RESOURCES:

4. Students will be able to identify alternative responses to a dilemma situation, consider the possible consequences of each response, and to select and defend a position on one of those responses.

Introduce:
Identification and selection of a response for a situation where a choice can be made - defend the choice made (i.e., answer "Why?").

Review, reinforce and expand K.

Review, reinforce and expand K-1.

Review, reinforce and expand K-2.

RESOURCES

At all levels, opportunities will arise in any area of the student day. Discussion should be permitted based on teacher judgment of the teachable moment and previous discussion and practice, as well as student readiness and maturity.

HRW Teacher's Planning
Calendar - check the
specifics of each lesson.

Houghton Mifflin Unit III:
Lessons 3, 4, 5, and 6.

Houghton Mifflin Unit III:
Lessons 4, 6, 7, and 10.
Houghton Mifflin Unit IV:
Lesson 9.

Houghton Mifflin Unit IV:
Lesson 1.
Houghton Mifflin Unit VI:
Lessons 2, 8, and 9.

TEACHER NOTES AND RESOURCES:

5. Student ability to explain meaning and implication of equal access to opportunity is not applicable below the 4th grade level of maturity and readiness except in terms of fairness covered in Number 1 above in this section.

6. Students will be able to identify values thought so essential for group or community well-being that they have been made into law.

NOTE: The Primary Task Force, in developing goals and objectives, did not feel this skill could be sequenced below the 4th grade level. However the Houghton Mifflin Program materials do directly speak to this skill as indicated below.

RESOURCES

Houghton Mifflin Unit III:
Lessons 11 and 12.

Houghton Mifflin Unit II:
Lessons 14 and 16.
Houghton Mifflin Unit III:
Lessons 3, 4, and 10.

Houghton Mifflin Unit VI:
Lessons 2 - 6.

TEACHER NOTES AND RESOURCES:

7. Students will be able to identify sources of help for the resolution of personal conflict to be used when or if needed.

Introduce:
Sources of help, i.e.,
parents, block parents,
teacher, principal, school
secretary and school
nurse.

Review and reinforce.

Review and reinforce.

Review and reinforce.

RESOURCES

COMMENT: For the most part, these skills will be introduced on student orientation days and periodically reinforced throughout the year. The materials provided by Houghton Mifflin and Holt, Rinehart also periodically provide the opportunity to reinforce learning in this regard.

TEACHER NOTES AND RESOURCES:

8. Students will be able to discuss alternative ways of providing for the continuance of the world's resources, and for reasoned use of those resources for the benefit of all living things.

Introduce:
Responsibility for
classroom and personal
property (emphasize
liter control).

Review and reinforce
K skills.

Expand terms of "pollu-
tion" and "fire safety"
by direct student
involvement.

Review and reinforce
K-1 skills.

Expand student respon-
sibility for pollution
(liter) control. Com-
pare pollution by volume
collected.

Review and reinforce
K-2 skills.

Expand pollution concept
to city-wide. Reinforce
and expand concept and
application of respon-
sibility.

Introduce:
Meaning of the terms
"pollution" and "fire
safety" (Woodsey Owl
and Smokey Bear, Jr.).

Introduce:
Responsibility and
wise use of food.

Introduce:
Kinds of pollution,
i.e., noise, water.
Introduce recycling.

Reinforce:
Wise use of food by
direct student involve-
ment. Introduce
population growth and
coordinate with SCIS
science program.

RESOURCES

NOTE: Many opportunities to learn and to reinforce learning may be found within the total school environment. An event occurring in the school cafeteria, for example, may afford the best opportunity to discuss the wise and responsible use of food.

HRW Planning Calendar:
October, Lesson 12.
November, Lessons 7 & 8.
December, Lesson 11.
March, Lessons 6 & 7.
May, Lessons 7 & 8.
June, Lesson 7,

Houghton Mifflin Unit II:
Lesson 3.
Houghton Mifflin Unit IV:
Lessons 1, 3, and 5.

Houghton Mifflin Unit I:
Lessons 1 to 14.

Houghton Mifflin Unit V:
Lessons 12 to 18.

TEACHER NOTES AND RESOURCES:

9. Students will be able to explain the moral and legal responsibilities inherent in a contractual agreement as binding both parties. The contract may be written or oral. Each student will also be able to state the moral, legal, social, and/or economic (etc.) penalties apt to occur for failure to "live up to" or achieve the terms of the contract.

Introduce:
The term "Promise"
and demonstrate the
responsibilities
therein.

Review, reinforce and
expand the K concept
orally.

Introduce:
The term and meaning
of a contract in writing.
Demonstrate a simple
written contract.
(Setting a goal and
trying to achieve it is
a contract with self.)

Review, reinforce and
expand K-2.

Demonstrate the respon-
sibilities of a contract.

RESOURCES

NOTE: Many opportunities to learn and to reinforce learning may be found
within the total school and home environment.

TEACHER NOTES AND RESOURCES:

ECONOMICS

ECONOMICS

BASIC

1. TAXES
2. BUDGETING
3. FINANCING
4. SHOPPING
5. INVESTMENT
6. EFFECTIVE EMPLOYEE
7. "UNION" MEMBERSHIP
8. PRICE DETERMINATION
9. COMPARATIVE ECONOMIC SYSTEMS
10. ADVERTISING/CONSUMER

REQUIRED

11. REINFORCEMENT
12. ALTERNATIVE TAX FORMS
13. INCOME PLANNING
14. LABOR RELATIONS
15. THE VALUE OF A DOLLAR
16. PRODUCTIVITY MEASURE
17. EMPLOYMENT MEASURE
18. WELFARE
19. THE USE OF CREDIT
20. GROWTH LIMITS
21. SYSTEM MODIFICATION (Government)
22. SYSTEM MODIFICATION (Business)
23. BUSINESS CYCLE
24. CONTRACTS
25. CONSUMER PROTECTION
26. BUSINESS ORGANIZATION

ELECTIVE

27. COMPETITION
28. STOCK EXCHANGE
29. BANKING
30. ECONOMIC PHILOSOPHY
31. FREE ENTERPRISE
32. CORPORATION
33. CONSERVATION
34. DISTRIBUTION
35. MODERN ECONOMIC SYSTEM PHILOSOPHIES

ECONOMICS

The ability to cope with the reality of limited resources has always been a major survival skill. In an age faced with diminishing resources and growing populations, the fair distribution of those resources, the study of economics, and in particular, personal economics, takes on increasing importance. The ability to manage and budget resources (time, talent, money, goods and services) within limits, can no longer be left to chance at any level of society. The skills involved in personal survival, and through individual survival, the continuance of the society need to be developed early in the learning process and continually and continuously reviewed, reinforced and expanded throughout formal education.

In general, the skills and concepts addressed as economic competencies are important Social Studies skills. However, the opportunity to learn the concepts and to achieve or acquire mastery can and should be integrated through and with other disciplines as well. It is not as important where it is taught as that it is taught. It is anticipated that the quantitative aspects of economics will be correlated with mathematics, that vocational awareness will be correlated and integrated with reading, and that resource availability will be joined with geography and natural or earth science. Responsibility for communication and expression can and should be shared with language arts activities. Aspects of economics form a natural tie to the study of political science and government since many of the issues of government and political science center on economics. On a personal level, the responsibilities of survival for self, family, and community are, at their root, first economic. The opportunity for cooperation and integration are numerous.

1. Students will be able to list in chart form and to give the effects of five alternative ways of taxation. Each student will be able to decide which federal income tax form would be of most benefit to them -- given the current income and life style of family "A" and/or family "B."

A. Introduce:
Students will be able to respond orally to name and to give address and telephone number.

Reinforce K skill.

Introduce:
Students will be able to fill out simple identification (K-1) form in writing.

MASTERY:
Students will be able to fill out name, address, and telephone in writing according to standard form.

B. Introduce the concept of money.

Review, reinforce and expand the concept of money by student involvement (e.g., store, a token economy, etc.).

Introduce:
Money is used for exchange, i.e., buying and selling.

Review and expand K-2 skills.

Money buys goods and services. Money is one way of keeping a record of goods and services bought and sold.

C. Not applicable.

Not applicable.

Introduce and define the term "TAXES."
Introduce and discuss ways taxes are distributed.

Review, reinforce and expand how taxes are distributed.

RESOURCES

HRW Planning Calendar:
September, Lessons 1 & 2.
October, Lesson 10.
November, Lesson 9.
December, Lesson 9.

See Noble & Noble
Everyday Economics,
Level I.

See Noble & Noble
Everyday Economics,
Level II.

See Noble & Noble
Everyday Economics
Level III.

See also B.F.A.
Elementary Economics:
Choices and Values.

TEACHER NOTES AND RESOURCES:

2. Students will be able to PLAN one month's budget. The budget plan generated shall give evidence of having considered taxes, insurance, credit payments, personal and/or family needs, and savings. Students may choose source and amount of income up to \$750.00.

The purpose of a budget (K-6) is to see how or where things (time and/or money) are going and to determine and plan better or more efficient use of those things.

A. Introduce:
The concept of choice
and limitation of a
specific amount of time
(and/or money) i.e.,
resources and opportunity
costs.

Review and reinforce
the concept of choice.

Review and reinforce
K-1 skills and under-
standing.

Introduce the term
"BUDGET" with emphasis
on budgeting time.

Review and reinforce
the concepts of choice
and budget.

B. Not applicable

Not applicable

Not applicable

Introduce terms of income and expense in money budget.
Introduce the budgeting of money.

C. Not applicable below the 4th grade level of maturity.

D. Not applicable.

Not applicable.

Introduce:
As a group, students will be able to plan (budget) the activities of one hour per day to complete a class "project."

Review, reinforce and expand 2nd grade concepts and understanding.

RESOURCES

Essentially the materials identified as decision-making opportunities would apply here as these goals are sequenced for the primary level. Materials identified for application in some of the economic and geographic goals following may also be applicable here. See also Noble and Noble, Everyday Economics.

B.F.A. Elementary Economics: Choices and Values (film strip/cassette program).

TEACHER NOTES AND RESOURCES:

3. Students will be able to compare three ways of financing a major personal purchase and to select the one best suited to the student's purpose and desired economic status. (Both purchase and status may be hypothetical.)

Introduce:
The concept of store
and purchase -- concept
of money through money
sticks.

Introduce:
Concept of financing
(purchase) in (e.g.) a
token economy.

Review, reinforce K-1
(mini-society).

Student involvement in
operating a token econ-
omy and/or a mini-
society.

RESOURCES

For the most part, the opportunity to learn these skills and concepts will be created by the teacher and frequently in coordination with other learning situations including economics.

See also Noble and Noble, Everyday Economics, Levels I - III.

TEACHER NOTES AND RESOURCES:

4. Students will be able to plan their buying for one week from sales and newspaper advertising. Each student will be able to itemize, compare and distinguish between or among best buys, and to explain the reasons for a selection made.

Introduce:

The comparison of two items (in class store) and make an appropriate selection within available resources (i.e., money sticks -- token economy).

Introduce:

Use of newspaper to compare two items. Compare and distinguish between two items by use of a monetary system.

Reinforce:

Compare items and decide purchase within maximum of one dollar. Reinforce newspaper skills in relation to price comparisons.

Expand:

Students will be able to itemize, compare and distinguish two items by use of the monetary system with newspaper ads and/or physical presence.

RESOURCES

The opportunity to learn and reinforce this skill will most often be created by the teacher. Newspapers and the use of newspapers will play an essential role. This skill will or should be coordinated with the Social Studies skill of comparison above.

See also Noble and Noble Everyday Economics.

TEACHER NOTES AND RESOURCES:

5. Students will be able to compare five ways to invest saved money, to select the one most appropriate to the student's desired way of life and to give reasons for the selection made (e.g., savings account, real estate, insurance, loans, stocks and bonds, art, and collections, etc.).

Introduce:
The concepts of bank,
savings and money.
(Saving may be related
to conservation).

Reinforce K.
Emphasize saving and
saving money.

Reinforce K-1.
Introduce concept of
interest in relation-
ship to saving.

Reinforce K-2 concepts.
Provide opportunity for
students to experience
the process of saving
for a specific item of
the student's choice
(must be realistic
within student's
resources).

RESOURCES

NOTE: If, or once a teacher creates a token economy or a mini-society, the opportunity to learn and/or achieve the goals identified at the primary level, should flow naturally from the experiences and activities within that economy or society. The opportunity to learn these skills may also be coordinated with other activities within this group.

TEACHER NOTES AND RESOURCES:

6. Students will be able to identify and list not less than five characteristics of an effective employee and of an effective employer. For each characteristic listed, the student will be able to describe the characteristic and to explain its inclusion and importance. (Desired characteristics, for example, are honesty, communication ability, decision-making ability, self motivation, motivation of others, ability to balance pressures, attendance, promptness, responsibility, enthusiasm, follow through, initiative, dedication, knowledge/experience, ambition, loyalty, potential, etc.).

Introduce:

The concept of inter-dependency--family.

Introduce characteristics of a good citizen, i.e., punctuality, doing one's best, completing a task.

Introduce term "JOB AWARENESS" (family, classroom).

Expand:

The concept of inter-dependence--school.

Student will be able to describe the characteristics of an effective school citizen (e.g., clean school grounds).

Student will also be able to act out one characteristic showing good citizenship.

Reinforce "job, career, and awareness."

Expand:

The concept of inter-dependence--community.

Introduce:

Qualifications of workers
...community helpers.

Expand:

The concept of inter-dependence--city, (e.g., library, sanitation, health, etc., services.

Expand concept of effective school citizenship to responsibility for self action and the effect of self action on others (also a factor of inter-dependence).

RESOURCES

HRW Planning Calendar:
September, Lesson 6.
October, Lessons 8 and 9.
November, Lessons 3 to 6.
January, Lesson 12.
April, Lesson 4.
May, Lesson 7.

Houghton Mifflin Unit III:
Lessons 1 and 2.

Houghton Mifflin Unit V:
Lessons 1, 2, 4, 5, 6
and 7.

Houghton Mifflin Unit III:
Lessons 2, 3, 4, 5,
and 6.

See also B.F.A. -- WIDE WORLD OF WORK.
See also Noble and Noble Everyday Economics.

TEACHER NOTES AND RESOURCES:

7. Goal does not apply below the 4th grade level of readiness.

8. Students will be able to explain visually (chart, graph, or illustration) the manner in which prices on a specific commodity or service is set by the market system in a money standard economy. The explanation must take into account the factors of scarcity, supply and demand, employment, factors of production and distribution, market fluctuation, taxes, profit and loss. (Sample specific commodity: canning jar lids, a gallon of gas, a toaster, a new house, an electrician's hour.)

Introduce:
The term "MARKET" in
relation to the classroom
store.
Introduce: "WANTS" and
"NEEDS." No one can have
all he/she wants.

Review and reinforce:
"WANTS" and "NEEDS" as
they relate to choice
(i.e., limited resources,
unlimited wants).
Introduce: Terms, goods,
services, consumer, con-
sume and producer (use,
e.g., token economy).
Introduce term scarcity
as related to classroom
supplies.

Review and reinforce K-1.
Introduce term "SPECIALI-
ZATION" referring to
careers and to other
goals (e.g., banking in
Goal 5, economic section
above).

Review and reinforce the
terms and concepts of
specialization, market,
and "economic choice."
Review unlimited wants
and limited resources.
Introduce: Markets
for goods and markets
for services.

RESOURCES

HRW Planning Calendar:
October, Lessons 10 & 12.
November, Lesson 9.
December, Lesson 9
January, Lesson 10.
March, Lesson 11.
May, Lessons 7 to 10.

Houghton Mufflin Unit III:
Lessons 1 and 2.

Houghton Mufflin Unit V:
Lessons 5 to 7, and 9.

Houghton Mufflin Unit III:
Lessons 1 to 6, and 11.
Be sure to check Teacher's
Guide throughout text.

See also B.F.A. Elementary Economics Choices and Values.

See also Noble and Noble, Everyday Economics.

See also Fitzberry and Whiteside, One World Discussion Picture Program.

TEACHER NOTES AND RESOURCES:

9. Competency does not apply below 4th grade level of readiness.

10. Students will be able to identify and explain an example of five purposes, five techniques and the effects of advertising on the consumer, etc., within our economic system.

Introduce:
The concept of advertising.

Review and reinforce.

Review and reinforce.
Refine critique of
advertising.

Analyze classified ads
appropriate to grade
level. Students will
be able to make a
classified ad and trans-
late to poster.

RESOURCES

See Communication Sections of Houghton Mifflin Program, Teacher's Guide,
pages T-30 and T-31.

TEACHER NOTES AND RESOURCES:

GEOGRAPHY/ENVIRONMENT

SPECIAL RESOURCE: NYSTROM'S WHERE AND WHY PROGRAM

GEOGRAPHY/ENVIRONMENT

BASIC	REQUIRED	ELECTIVE
1. SELF LOCATION	12. TRIP PLANNING	15. SPOKANE GEOLOGY
2. NATURAL FEATURES (Maps)	13. NATIONAL INTERDEPENDENCE	16. ENVIRONMENTAL IMPACT
3. PEOPLE-MADE FEATURES	14. NATIONAL STATUS AND LOCATION	17. CARTOGRAPHY
4. DISTANCE	A. EARTH PHENOMENA	
5. LOCATION-CULTURE	B. METEOROLOGICAL MAPS & MEASUREMENT	
6. MAP SCALE		
7. SPOKANE ENVIRONMENT		
8. POPULATION MAPS		
9. MAP DISTORTIONS		
10. HISTORICAL MAPS		
11. THE SPOKANE "ECOLOGICAL- ECONOMIC" CHAIN		

GEOGRAPHY/ENVIRONMENT

Geography is to the Social Studies as Social Studies is to the remainder of the curriculum. It is the bedrock from which the other Social Studies sub-disciplines spring. Economics of a particular region cannot be understood except from the geography of that region. Culture, heritage, history and sociology cannot be understood except as they are affected by the lay of the land and the climate where people live. The isolation of a valley, or of an island, the growing season of the latitudes, the rainfall of a desert...all of these affect the living conditions and the life-style of a people, e.g., it is interesting to note that the longitudinal novels of a James Michener each begin with a geographical and geological exposition of the area in which the story takes place.

As identified and defined, sequentially, these goals can be integrated with the reading program on each level. These goals can be integrated at appropriate times with mathematics, particularly in basic skills of addition, subtraction, and distance measurement. At the more advanced levels, ratios of scale, time and distance, and fuel consumption, etc., may be integrated. There is also integration potential which can be developed and used with certain components of Earth Science, particularly, those dealing with climate, weather and earth movement. Finally, as the Social Studies goals are further developed, opportunities for integration will be identified in the subdisciplines of economics, history, heritage, culture, health, etc.

Opportunities do exist to show that geography study is, in fact, an essential part of understanding all forms of life, including our own.

1. Students will be able to locate themselves physically in relation to the major points of interest/activity within the Spokane Metropolitan Area and the Pacific Northwest (i.e., Washington, Oregon, Idaho, and Montana). Students will be able to give accurate directions describing the most efficient route to arrive at a given destination within the identified area.

A. Introduce:
Directions-following
and giving simple directions at home and in the classroom, to the desk, to the restrooms, etc.

Introduce and/or
review and reinforce
left and right.

Introduce and/or review
north, south, east and
west in relationship
to the school and the
school grounds.

MASTERY -- the meaning and the relationship of the terms north, south, east and west.

B. Grid System.
Not applicable.

Introduce: Home,
school block.

Expand the concept of
a block.

Introduce: Longitude,
and latitude.

C. Scale and Measure.
Not applicable.

Introduce:
Measure with an acceptable tool of measure (e.g., hand and paper clip) for relative measure and scale.

Introduce:
Relative size: city, county, state, country (U.S.) continent, world. Whole to part superimposed.

Introduce:
Use of ruler in scale and measure.

D. Boundary. Student will be able to give home address.

Reinforce K skills.

Reinforce K-1. Student will be able to locate home address on simple classroom-made map.

Reinforce K-2 skills.

E. Term and Symbol.

Not applicable.

Introduce map key, color code - land and water -- map and globe purpose.

Introduce terms: ocean, continent and hemisphere.

Review and reinforce K-2 skills.

RESOURCES

Use the resources available within the classroom.

See also HRW Planning Calendar: September, Lessons 7, 8, 9, and 11. October, Lesson 12.

Houghton Mifflin Unit IV: Lessons 6, 7, 8, and 9.

Nystrom Cassette: Lessons 1 to 3.

Houghton Mifflin Unit I: Lesson 14.

Houghton Mifflin Unit III: Lessons 8 and 9.

Nystrom Cassette: Lessons 1 to 3.

Houghton Mifflin Unit III: Lessons 7 and 8.

(See also pages 266 to 275.)

Nystrom Cassette: Lessons 3, 4, 11 and 18.

TEACHER NOTES AND RESOURCES:

2. Students will be able to define and identify the material geographic features of the earth by sketching or identifying pictures of those features and relating the picture to the appropriate geographic term and map symbol. (Paper maché, etc., constructions also fulfill this competency.)

Introduce:
Natural geographic
features -- identify
by pictures of river,
mountain, ocean and
lake.

Review and expand.
Students will be able
to recognize and compare
natural features --
hill/mountain, lake/
ocean, etc.

Review and expand.
Students will know
and recognize mountains,
rivers, oceans, lakes,
hills, valleys, etc.

Students will be able
to identify features
on pictures and simple
physical relief maps.

Mastery of direction
(see No. 1 above).

Introduce major colors
on maps and globes
(blue/yellow).

Introduce key and
legend.

Name and identify
selected features on
a map and/or globe.

RESOURCES

HRW Planning Calendar:
January, Lessons 6 & 8.

Houghton Mifflin, pages
137 to 141.

Houghton Mifflin, pages
36 to 38; 68 to 73.

Houghton Mifflin, pages
17 to 182; 266 to 275.

Use also available pictures throughout text.

Nystrom Cassettes 1 to 4 for primary grades.

Fitzhenry and Whiteside -- One World Discussion Pictures.

TEACHER NOTES AND RESOURCES:

3. Students will be able to read a map and/or globe by identifying the symbols which represent people-made features. The student will be able to locate these features by the nearest latitude and longitude and/or the grid identification pattern of the selected map.

Introduce:

The student will be able to identify through pictures; streets, sidewalks, dams and bridges.

Review and expand:

highway, street, airport, train station, bus depot, etc.

Introduce:

Keys of people-made features (on teacher-made simple maps.

Review and reinforce:

keys, man-made features.

RESOURCES

None identified.

Houghton Mifflin, pages 132 to 141.

Houghton Mifflin, pages 34 to 38; 68 to 73.

Houghton Mifflin, pages 171 to 182; 266 to 275.

Use also available pictures throughout the text.

Nystrom cassette: Where and Why, Cassette No. 18.

Fitzhenry and Whiteside -- One World Discussion Pictures.

TEACHER NOTES AND RESOURCES:

4. Students will be able to measure distances between geographic features (natural and/or people-made) on a selected map or globe within the accuracy of $\frac{1}{2}$ of one unit of the scale (e.g., if 1 inch equals 100 miles, accuracy for total distance must be within 50 miles). 90% accuracy for short distances.

Introduce:

Measuring of objects by means of specified units of measure (e.g., desk top by paper clip).

Reinforce measuring.

Refine measurement and introduce scale by introducing the idea of comparing actual with scale models (e.g., hand and paper clip).

Expand comparisons and measurement as introduced in grade 2.

RESOURCES

No specific materials identified within the materials provided by Holt, Rinehart and Winston, as Houghton Mifflin.

TEACHER NOTES AND RESOURCES:

5. Students will be able to predict, from a map and/or globe which shows elevation, latitude and longitude: (A) the basic climate of a designated area, and (B) the status of the culture of the people living in that area. The student will be able to verify those predictions from appropriate existing maps and to account for the discrepancies between prediction and the actual situation.

Introduce:
Daily weather check
and weather terms.

Compare and record
temperature through
each season.

Gather information of
weather through pic-
tures of rain, sun,
clouds and snow, etc.

Predict, observe and
record observed changes
of season as viewed
about in nature.

Predict, record and ob-
serve changes in human,
animal and plant "habits"
according to season.

Introduce colors and
and shades on a map.

Introduce flat map and
compare to globe.

Predict, observe and
record time of sun-
set using the news-
paper.

Introduce earth axis.

Look at a relief map
and predict differences
in elevation student
might experience on a
given trip.

Differentiate between
the terms "climate"
and "weather."

Read and record
temperature.

TEACHER NOTES AND RESOURCES:

6. Students will be able to draw or construct a scaled map which shows the location of the student's individual routine monthly activities (e.g., learning, shopping, eating, playing, worshiping, etc.) and the routes to and from those activities.

Introduce:
Students will be able to trace a route in the classroom.

Expand:
Trace a route from the classroom to three locations around the school.

Expand:
Trace a route from the classroom to 5 locations around the school.

Place within a model, objects in the classroom.

Review and reinforce
K-2 skills.

Reinforce directions north, south, east and west.

Make an individual map of the classroom in simple scale.

RESOURCES

HRW Planning Calendar:
September, Lessons 8 & 9.

Houghton Mifflin, pages
132 to 136; 137 to 141.

Houghton Mifflin, pages
34 to 35; 68 to 71.

Houghton Mifflin, pages
266 to 275.

See also Nystrom Cassette No. 13 -- Where and Why Program.

TEACHER NOTES AND RESOURCES:

7. Students will be able to discuss (hypothesize) about the natural environment (ecology) of the Spokane River Valley, within 20 miles in all directions from the Falls as it might have been if it were unmodified by people; in terms of life, habitat and support. Students will be able to show why this is an area which people might select for permanent residence and to evaluate the effects of people as those effects exist today.

Introduce:

The observation of natural features around the school. What is a natural feature.

Introduce:

The concept of habitat is influenced by climate.

Discuss:

Resources from nature available to build a habitat.

Review and reinforce K-2 skills.

RESOURCES

HRW Planning Calendar:
October, Lessons 5 and 6.
November, Lessons 11 and 12.
January, Lessons 4, 6-11.
March, Lessons 8 and 12.

Houghton Mifflin, pages
54 and 55.

Houghton Mifflin, pages
128 and 129; 130 and 131.

Houghton Mifflin, pages
48 to 59.

See also pictures, etc., throughout text.

See also Nystrom Cassette -- Where and Why Program.

See also Fitzhenry and Whiteside -- One World Discussion Pictures.

TEACHER NOTES AND RESOURCES:

8. This goal does not apply below the 4th grade level of readiness.

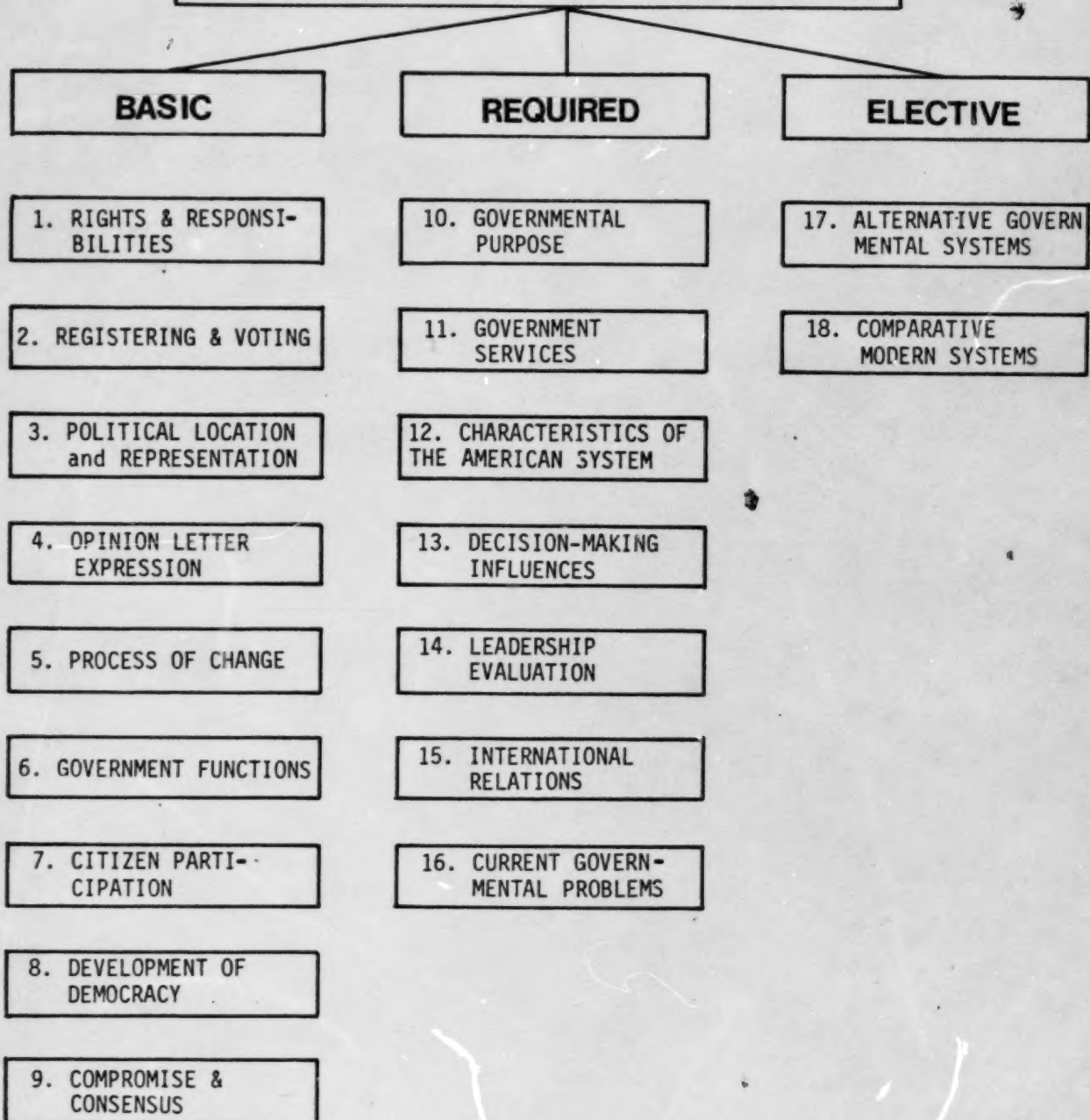
9. This goal does not apply below the 4th grade level of readiness.

10. This goal does not apply below the 4th grade level of readiness.

11. This goal does not apply below the 4th grade level of readiness.

POLITICAL SCIENCE/GOVERNMENT

POLITICAL SCIENCE / GOVERNMENT



POLITICAL SCIENCE/GOVERNMENT

The two basic concepts of domestic American society over the past two hundred years has been the capacity to live peaceably under equitable laws and to adjust to change in a nonviolent manner. The system of democracy as the people of this country have developed it, has as its base, two very important components: (1) an electorate informed about issues, and (2) a system of communication of concern between and among the representatives and the constituencies of those representatives. Continuance of both of these concepts are the responsibility of the nation's school system. In fact the public school system was established with these two principles in mind. Thus, knowledge of, and some degree of skill in the use of the mechanics which peacefully govern, establish, and change the rules by which the American people live is an essential element in the continuation of the American way of life. Responsible participation and commitment to this American way of life is dependent upon a study of and an involvement in political science and government beginning as early as possible in the educational/learning effort.

Possibilities exist for the integration of political science/government competencies with other disciplines and home/school activities beginning at the earliest levels of formal education. Home rules, and student government offer entries to the learning of political science/government skills and competency. Language arts offers the opportunity to study, discuss, and debate public issues in a rational manner. Reading and literature frequently offer opportunities to raise the levels of awareness of those reoccurring concerns of human kind. The feasibility and economics of public action often involve the need for mathematics, sociology, psychology, geography, as well as political science and economics. Certainly, the need for the Social Studies and communication skills of research, reason, judgment and planning will be continuously reinforced and expanded through all levels and areas of the curriculum.

1. Students will be able to explain the differences between a freedom, a right, and a license or privilege, and to identify the source of each. Students will be able to list, in chart form, six freedoms, six rights, and six privileges (licensed). For each freedom listed, the student will list a corresponding responsibility (which, if not accepted or lived up to, either limits or denies the freedom). In like manner, for each right listed, the student will list a corresponding duty, and for each privilege or license, a corresponding obligation.

Introduce:
The concept of privilege
or license and obligation
as applies to home and
school.

Review and reinforce.

Review and reinforce.

MASTERY: Students
will be able to state
that with each privilege
or license there is an
obligation and to cite
two examples.

RESOURCES

HRW Planning Calendar:
September, Lesson 9
June, Lessons 6, 7,
and 8.

Houghton Mifflin, pages
110 to 113; 30 and 31;
36 and 37.

Houghton Mifflin, pages
110 and 111.

Houghton Mifflin, pages
129 and 130; 181; and
172 and 173.

Be alert to situations as they arise within the classroom.

TEACHER NOTES AND RESOURCES:

2. Students will be able to describe the process and the importance of registering and voting. Each student will be able to identify the precinct in which the student lives and to locate the voting place for that precinct.

Introduce:

The idea that voting is one way to make a decision which will please the most people.

Introduce the mechanics of voting appropriate to the K level of maturity.

Review and reinforce K skills.

Introduce the mechanics of the voting process by oral or visual ballot. Visit a voting booth in the school or nearby precinct polling place.

Review and reinforce K-1 skills.

Introduce choice in voting -- reason for choice and importance (see Goal 3 following).

Introduce mechanics of voting -- secret ballot -- alternative and advantages.

Fill out a simplified teacher-made registration form.

Review and reinforce K-2 skills.

Introduce mock election including registration and ballot.

RESOURCES

None identified. Be alert to situations as they arise within the classroom or school.

Houghton Mifflin, pages 88 and 89; 142 and 143.

Houghton Mifflin, pages 172 and 173; and 181.

TEACHER NOTES AND RESOURCES:

3. Only Component "C" of Goal 3 is applicable below the 4th grade level of maturity and readiness.

Students will be able to list the qualifications and duties for office -- appropriate to grade level.

Introduce:
Office holding is one special kind of job.

Introduce K skills or review and reinforce.

Review and reinforce K-1 skills.

Review and reinforce K-2 skills.

Optional -- Qualifications and duties for classroom responsibilities (e.g., door monitor).

RESOURCES

None identified.

None identified.

None identified.

None identified.

TEACHER NOTES AND RESOURCES:

4. Students will be able to write a letter to an appropriate political representative expressing an opinion on a social, economic or political problem. (The problem may be current or historical, e.g., a letter to George III protesting taxes.)

Introduce:
Expressing an oral opinion
in a role-playing situation.
situation.

Review and reinforce
role-playing as in K
below. Optional --
group letter of
opinion.

Review and reinforce
K-1 skills.
Introduce the writing
of a group opinion
letter.

Review and reinforce
K-2 skills, group
letter, role-playing.

RESOURCES

None identified.

None identified.

None identified.

None identified.

COMMENT: Be alert to specific classroom and community situations.
Coordinate with language arts program.

TEACHER NOTES AND RESOURCES:

5. Students will be able to explain the political process(es) by which an individual or group might legally initiate change, or remove a law, or remove a person from political office.

NOTE: Political system and process does not really apply below the 4th grade levels of maturity and readiness. However, all levels should introduce and/or expand the concept of need and purpose of law or rules based on the rights of others as applied to home, classroom, and school, neighborhood and community.

RESOURCES

None identified.

Houghton Mifflin, pages
30 and 31; 36 and 37;
110 and 111.

Houghton Mifflin, pages
88 and 89; 142 and 143;
110 and 111.

Houghton Mifflin, pages
129 and 130; 172 and 173;
and 181.

TEACHER NOTES AND RESOURCES:

6. This goal does not apply below the 4th grade level of readiness.

7. This goal does not apply below the 4th grade level of readiness.

8. This goal does not apply below the 4th grade level of readiness.

9. Students will be able to define and give an example of compromise and consensus from their daily life experience, a current public issue and/or a historical issue, and to show how those experiences are related to or common in governmental action.

Introduce:
Define "compromise" as
one way to cooperate.
Give at least one ex-
ample from home and/or
school.

Reinforce the term
"compromise" and relate
to example. Role-play
a compromise.

Review and reinforce
"compromise" through
dramatic play or
simulation.

Review and reinforce
"compromise."

Introduce through
current events and
apply as situation
warrants.

RESOURCES

None identified.

None identified.

None identified.

None identified.

Be alert to situations for learning and practice as they occur through
classroom situations.

TEACHER NOTES AND RESOURCES:

SOCIOLOGY/ANTHROPOLOGY

SOCIOLOGY/ANTHROPOLOGY

BASIC

1. BASIC HUMAN GROUPS

2. CULTURAL UNIVERSALS

3. POPULATION EFFECTS

4. THE HUMAN ENVIRONMENT

5. GROUP PREFERENCES

6. CHARACTERISTICS
OF "SOCIETY"

7. URBAN PROBLEMS

REQUIRED

REINTRODUCE AND REINFORCE BASIC
SKILLS AT A MORE MATURE LEVEL.

ELECTIVE

8. DEFINITION

9. SOCIOLOGICAL METHODS

10. TERMINOLOGY

11. CULTURE COMPARISON

12. SELF ACTUALIZATION

13. INSTITUTIONS

14. PROBLEM SCOPE

15. COMMUNITY RESOURCES

16. CLASS STRUCTURE

17. STATUS
IDENTIFICATION

18. MOBILITY

19. ALTERNATIVE
STATUS CRITERIA

20. SOCIALIZATION

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SOCIOLOGY/ANTHROPOLOGY

The name of this study and of this area of study is the Social Studies. The key or core is sociology or the study of society. This is the subdiscipline that attempts to understand human beings as they interact with one another and the pattern(s) of interaction. It attempts to understand primarily the social relationships, the groups that people or societies form and the influence of those groups on the individual, on the group and on other groups, and finally on the society or culture at large.

It can be anticipated that aspects and components of the skills identified can and will be learned in other subject matter areas. Patterns of communication can be taught in language arts. Human interaction with the environment and the distribution and use of the wealth of that environment is part of the content of science, mathematics and economics (including geography). However, it is the area of Social Studies and of sociology in particular which pulls the diverse elements together in attempting to understand the right and wrong, the value system, of a given society or segment of that society. It is sociology, the good of society which humanizes an otherwise purely scientific rationalistic approach to these studies. The "can do" spirit with which these competencies are written needs to be evened out with the "should do? - when?" spirit. It is sociology which provides an opportunity to learn the alternatives if alternatives exist. This is true as the school program now exists. If this proposal of competencies were adopted, sociology would be supplemented and reinforced by judgment criteria and history.

1. Students will be able to identify some groups that human beings form (e.g., family, peer, community, national and international groups) and to describe some of the function(s) of the groups identified. The student will be able to give reasons why and how these groups form and to indicate how and why the functions may vary or change within or among societies (i.e., cultures) and/or over a period of time.

NOTE: The original statement in the goals and objectives report did not list the development of any components below the fourth grade level. Many of the concepts and ideas leading to the development of this skill have been identified in preceding competencies. The Houghton Mifflin Program, however, is particularly strong in the development of sociological/anthropological skills and concepts. Please see and follow the program as found in the Teacher's Guide.

RESOURCES

HRW Planning Calendar:
September, Lesson 6.
November, Lessons 3 to 5.
February, Lessons 6 and 7.

Houghton Mifflin, pages
102 to 109; 116 and 117.

Houghton Mifflin, pages
60; 96 to 99; 152 and 153;
94 to 133.

Houghton Mifflin, pages
128 to 131; 147 to 151;
262 to 264.

See also Fitzhenry and Whiteside -- One World Discussion Pictures,
Teacher's Guide.

TEACHER NOTES AND RESOURCES:

2. Students will be able to identify some "cultural universal's" such as shelter, food, communications, socialization, family organization, and religion, and to explain that the identified "cultural universal's" take different forms in different cultures, and that those forms may change over a period of time.

NOTE: The components identified for development within this competency were not sequenced below the 4th grade level by the Primary Task. The development of this skill was suggested and anticipated to be coordinated with the already identified components of self concept, judgment criteria and economics above, and to some extent, with the history/culture components which follow. However, the Houghton Mifflin Program does directly address the notion of some cultural universal's and its program should be followed for maximum coverage and development.

RESOURCES

HRS - none specifically identified. Opportunities exist throughout.

Houghton Mifflin, pages 50 to 61; 62 to 71; 132 to 141.

Houghton Mifflin, pages 52 to 73; 138 and 139.

Houghton Mifflin, pages 44 and 45; 82 to 99; 131 to 134.

Plus those identified in No. 1 above.

Plus those identified in No. 1 above.

Plus those identified in No. 1 above.

See also Fitzhenry and Whiteside -- One World Discussion Pictures and Teacher's Guide appropriate to grade level.

TEACHER NOTES AND RESOURCES:

3. Students will be able to describe and evaluate some of the effects of population growth and density on the way people live.

Not applicable.

Not applicable.

Introduce:
The term and meaning
of "population."

Introduce:
The concept of ideal
(balanced) population.

RESOURCES

Houghton Mifflin,
page 267.

TEACHER NOTES AND RESOURCES:

4. Students will be able to describe and evaluate ways in which human beings have interacted with and/or adapted to their environment (i.e., their human environment).

The Elementary School Task Force did not sequence this skill in detail below the 6th grade level. However, the Houghton Mifflin program is especially strong in this area and its program should be followed.

RESOURCES

HRW Planning Calendar:
October, Lessons 1, 2, & 5.
January, Lessons 3, 4, 9
and 10.
March, Lessons 8 and 12.

Houghton Mifflin, pages
T-31, Unit IV, Lessons
1 to 5.

Houghton Mifflin, pages
T-31, Unit V, Lessons
15 to 19; Unit VI,
Lessons 4 to 7.

Houghton Mifflin, pages
T-31; Unit I, Lessons
8 to 11.

See also Fitzhenry and Whiteside -- One World Discussion Pictures,
and Teacher's Edition.

TEACHER NOTES AND RESOURCES:

5. Students will be able to identify preferences which lead to group identification.

NOTE: This goal is not applicable below the 4th grade level of readiness except as in conjunction and coordination with geography and self concept objectives previously identified and sequenced.

6. Not applicable below the 4th grade level of readiness.

7. Not applicable below the 4th grade level of readiness.

HISTORY/CULTURE

HISTORY/CULTURE

BASIC

CONTINUE

REQUIRED

ELECTIVE VARIATION IN SCOPE

APPLICATION

1. DEFINITION

2. HOLIDAYS

3. CAUSES & PRECEDENTS

4. HISTORICAL EVIDENCE

5. HUMAN DIFFERENCE-EFFECTS

6. HISTORICAL SUPPORT

7. IMPORTANCE OF PEOPLE,
EVENTS AND IDEAS

8. TIME SEQUENCE IN
DEVELOPMENT

9. MODEL BUILDING

10. CULTURAL HERITAGE

11. ECONOMIC GROWTH
AND DEVELOPMENT

12. INTERCULTURAL INFLUENCE

**TOTAL
MASTERY**

A. WORLD HISTORY

B. RUSSIAN HISTORY

C. ASIATIC HISTORY .

D. MINORITY STUDIES

E. WOMEN'S STUDIES

F. WORLD WARS I AND II

G. URBAN STUDIES

H. FUTURE STUDIES

I. NORTHWEST HISTORY

J. HUMANITIES

K. WASHINGTON HISTORY

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HISTORY/CULTURE

In a sense history has been the traditional center of the Social Studies. There have, therefore, been no attempts in the report to diminish the importance of history. Rather, there has been an effort to emphasize the importance of all subdisciplines within the Social Studies.

The importance of history remains undiminished. There are specific history goals within most of competencies identified in the other Social Studies subdisciplines (e.g., heritage in self concept). Most of the competencies identified in this document can be taught within the context of history. In addition, the traditional values, knowledge and concepts associated with history have been identified and maintained in this subdiscipline.

It is anticipated that history is and will continue to be supplemented by and to act as supplement to other "subject matter" areas within the curriculum, especially to reading and literature within the language arts program.

1. This goal is not applicable below the 4th grade level of readiness.

2. Students will be able to identify, explain the origins, and to describe the ways of observing each of the major days of celebration in the culture of the United States (i.e., those holidays celebrated in special ways).

Introduce:
The major days of celebration in the United States and/or American cultures.

Review, reinforce and expand K skills.

Review, reinforce and expand K-1 skills.

Review, reinforce and expand K-2 skills.

RESOURCES

HRW Planning Calendar:
October, Lessons 10 and 11.
December, Lessons 3,
and 9 to 11.

Houghton Mifflin,
Unit III, Lesson 10.

None identified.

None identified.

See also Fitzhenry and Whiteside -- One World Discussion Pictures Teacher's Guide.

Be alert to the special days as they are celebrated.

TEACHER NOTES AND RESOURCES:

No other "History/Cultures" objectives have been identified for achievement at primary level of readiness. It is anticipated that the heritage objectives and cultural background goals will be initially addressed through the self concept and psychology and sociological competencies previously identified. The materials provided in the Holt, Rinehart and Winston, Houghton Mifflin, and Fitzhenry and Whiteside Programs lend themselves more than adequately to this assumption.

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SOCIAL STUDIES APPROVED PROGRAM MATERIALS

ELEMENTARY LEVEL

Kindergarten

DATABANK: Inquiring About Myself. Epps; Holt, Rinehart and Winston; 1972. (Databank, planning calendar.)

WINDOWS ON OUR WORLD: Me. Hansen, et al; Houghton Mifflin; 1976. (Teacher's Edition.)

SUPPORT MATERIAL: WHERE AND WHY. Maps and globes; Nystrom.

First Grade

WINDOWS ON OUR WORLD: Things We Do. Ryan, Schwabb, et al; Houghton Mifflin; 1976. (Text, teacher's edition, ditto masters, diagnostic tests, performance evaluation, teacher's manual for tests.)

HOW FAMILIES LIVE. One World Discussion Package; Fitzhenry and Whiteside (Publishers). (Teacher's manual and pictures.) Media Kit.

EVERYDAY ECONOMICS - Level One. Wass, Hogan, et al; Noble and Noble; 1967. (Transparencies and duplicating masters.)

SUPPORT MATERIALS: WHERE AND WHY I. Maps and Globes; Nystrom.

Second Grade

WINDOWS ON OUR WORLD: The World Around Us. Keach, Barnes, et al; Houghton Mifflin; 1976. (Text, teacher's edition, ditto masters, diagnostic tests, performance evaluation, teacher's manual for tests.)

MEDIA PACKAGES:

FAMILIES AND COMMUNITIES. One World Discussion Package; Fitzhenry and Whiteside. (Teacher's manual and pictures.)

EVERYDAY ECONOMICS - Level Two. Wass, Hogan, et al; Noble and Noble; 1967. (Transparencies and duplicating masters.)

CHOICES AND VALUES, ELEMENTARY ECONOMICS. B.F.A.

WIDE WORLD OF WORK. Multimedia Servicercenter.

SUPPORT MATERIAL: WHERE AND WHY II. Maps and Globes; Nystrom.

Third Grade

WINDOWS ON OUR WORLD: Who Are We? Beattie, Greco, et al; Houghton Mifflin; 1976. (Text, teacher's edition, activity book, diagnostic tests, performance evaluation, teacher's manual for tests.)

MEDIA PACKAGES:

INTERACTION OF COMMUNITIES: One World Discussion Package; Fitzhenry and Whiteside. (Teacher's manual and pictures.)

EVERYDAY ECONOMICS - Level III. Wass, Hogan, et al; Noble and Noble; 1967. (Transparencies and duplicating masters.)

SUPPORT MATERIALS: WHERE AND WHY. Maps and Globes; Nystrom.

K-12 SOCIAL STUDIES PROGRAM EVALUATION DESIGN

EVALUATION DESIGN

The evaluation of the K-12 Social Studies Program will consist of five elements: implementation evaluation, inservice evaluation, teacher inventory, goal based assessment, and standardized testing results.

1. Implementation Evaluation

The implementation evaluation will be conducted in September and October, 1977. The evaluation will be designed to determine if the program materials arrive on time and are distributed to buildings in sufficient quantities to implement the Social Studies program.

2. Inservice Evaluation

The evaluation of Social Studies inservice will be accomplished on a continuing basis. As each inservice session is planned, an evaluation instrument will be developed to measure the objectives to be covered in the session.

3. Teacher Inventory

A teacher inventory will be developed to identify strengths and weaknesses of the Social Studies program. The instrument will also include items related to program goals and objectives, inservice needs, and adopted materials. The instruments will be developed during January and February, 1978, and administered to randomly selected teachers. The sample will be stratified by grade level on the elementary level and by subject area on the secondary level. The inventories will be administered in March. Longitudinal data will be collected on an every-other-year basis after March, 1978.

4. Goal-Based Assessment

Goal-based assessment instruments and/or procedures will be developed to assess student progress toward goals taught at the first, fourth, and eighth grade levels. The instruments and/or procedures will be developed by first, fourth, and eighth grade teachers for their respective grade levels. The following procedures will be followed in developing the goal-based assessments:

a. Goal selection

(1) Random

(2) Priority

b. Determine evaluative criteria

- c. Select technique(s)
 - (1) Standardized instrument
 - (2) Observation of task performance
 - (3) Interview
- d. Field test
- e. Refine/revise
- f. Select sample
- g. Administer
- h. Score/tabulate
- i. Report results

The goal-based assessment will be developed during the fall of the 1978-79 school year and administered to the students the following spring. The goal-based assessment will be administered yearly beginning March, 1979.

5. Standardized Testing

Appropriate forms of the Stanford Achievement Test will be administered in October to the students in the fourth, sixth, and eighth grades. The Social Studies subtest results will be analyzed and reported annually using 1977 test results as baseline data for the longitudinal data.

K-12 SOCIAL STUDIES EVALUATION MATRIX

1977-78	1978-79	1979-80	1980-81	1981-82
Implementa- tion Evalua- tion (Sep - Oct)	Goal-Based* Assessment (Oct - Mar)	Goal-Based Assessment (Mar)	Goal-Based Assessment (Mar)	Goal-Based Assessment (Mar)
Inservice Evaluation (ongoing)		Teacher Inventory (Feb)		Teacher Inventory (Feb)
Teacher Inventory (Jan - Mar)				

*First, fourth, and eighth grades.

READABILITY AND AFFIRMATIVE ACTION ASSURANCES

These materials have been carefully checked and rechecked to be certain that they have met the criteria for District textbook adoption. In addition, these materials have been determined to be the best available to assist teachers and learners in meeting the goals and objectives of the Social Studies program established by Board Action, December 8, 1976.

The Social Studies Committee, its Task Forces and subcommittees have checked the readability of each book. In addition the readability of each book has been assessed by an outside source, The Social Studies Education Consortium at the University of Colorado in Boulder, Colorado. The Holt, Rinehart and Houghton Mifflin Company have checked the readability of materials. Three different instrument have been used in this readability check: the Spache (primary) or the Dolch (for intermediate grades and above), the SMOG, and the Frye readability assessments. The funding of these analyses vary only slightly and in each case the material has been found to be readable at the grade level for which it is intended.

The materials have been examined for sex and racial bias and for the potential of controversial content. In all cases the material has met the criteria applied. The criteria is on file in the Program Development Office.

This Guide has been reviewed and recommended by the following bodies:

The Development Committee

Date

The Superintendent's Cabinet

Date